



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

**“Alumni Perceptions of the Academic Program at the English Language and
Literature School, University of Cuenca”**

Trabajo de titulación previo a la obtención del
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RESUMEN

A través de la retroalimentación que la Escuela de Lengua y Literatura Inglesa también llamada carrera de Inglés de la Universidad de Cuenca, obtiene del Gobierno, las autoridades de la Universidad y los estudiantes actuales, es importante, tener en cuenta lo que otras universidades han hecho al obtener la opinión de los ex-alumnos.

El presente trabajo de investigación contiene información que fue recibida de los ex-alumnos de la Escuela de Lengua y Literatura Inglesa. El objetivo principal de este estudio es obtener datos importantes con el fin de ayudar con la acreditación de la carrera. También se espera que los datos obtenidos a través de este proyecto contribuyan a la mejora del Plan de estudios.

El principal instrumento para la recolección de datos fue un cuestionario que se administró a 161 estudiantes que se graduaron en la carrera de inglés. Esta encuesta contenía una serie de preguntas de opción múltiple y abierta con respecto a la época en que eran estudiantes y su situación actual de empleo en el mercado laboral. El proceso de obtención de esta información duró un mes.

Consideramos que un graduado del sistema de seguimiento debe ser parte de la carrera de Inglés, los ex alumnos deben contestar encuestas relacionadas con el tema anualmente. Esto sería de gran ayuda para continuar creciendo como una importante escuela de la Universidad de Cuenca.

Palabras clave: alumnos del sistema seguimiento, carrera de Inglés, los estudiantes de la Universidad de Cuenca



ABSTRACT

Besides the feedback that the English Language and Literature School –also called English Major–of the University of Cuenca gets from the Government, the University authorities, and the current students, it is also important, in line with what other universities have done, to get the opinion of former students.

The present research paper contains information that was gotten from former students of the English Language and Literature School. The main purpose of this study was to gather important data in order to help with the accreditation of the Major. The data collected through this project is also expected to contribute to the improvement of the curriculum.

The main instrument for the data collection was a questionnaire which was administered to 161 students that graduated at the English major. This survey contained a number of multiple-choice and open-ended questions regarding the time when they were students of this Major and their present employment situation in the labor market. The process of getting this information lasted one month.

We think that a graduate follow up system should be part of the English Major, and alumni should answer surveys related to this topic on an annual basis. This would be of great help for the English Major to continue growing as an important school of the University of Cuenca.

Keywords: alumni follow up system, English Major, students, University of Cuenca



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DEDICATIONS

I want to dedicate this work to my parents Manuel and Susana, and my siblings because they have always been supporting and encouraging me during all my life and my career. Moreover, I would like to dedicate it to God since without his protection and guidance, I could not have achieved this goal. Finally, this work goes for my friends Mirian Peláez, Alejandra Parra, Gabriela Pañi and Raul Deleg, with whom I share my happy and sad moments and who supported me when I wanted to give up.

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MIRIAN SUSANA



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MERCY MARLENE & MIRIAN SUSANA



INTRODUCTION

This project will provide support for the use of applicable and beneficial opinions of the graduates to building up an information pool to learn about the strengths and weaknesses in their careers.

It has two objectives. The first one is to explain how the surveys serve as evidence in a real context. The investigation is based on a detailed literature review which will show the principal basis of how this project helps the university to get the positive and negative points of view about the curriculum.

The second objective is to obtain the career accreditation, because it is important since according to the new regulations the first step for this is making a study with the major part of graduates. Moreover, it will prove that teachers could take advantage of these objectives to inspire students in general to become active in the teaching-learning process.

Likewise, the methodology which is applied to the quantitative and qualitative aspects demonstrates information which has been obtained through our main source, the survey.

This information is presented through charts that reveal pros and cons of the graduates' education. The literature review and the survey ratify the reliable, transferable effects, and the validity that has been among the main goals of our project.

In conclusion, this research process shows the importance of the characteristics expressed in all this work, and through this field investigation intends to help get the accreditation of the career and contribute to its improvement.



CHAPTER I

Background and Justification

Concerning educational objectives, Reglamento de Régimen Académico, in its article 2, establishes that it is imperative to guarantee high-quality academic formation as means to determine the pertinence of the Ecuadorian Higher Education System. In addition, its article 31 indicates that “majors and programs approved by Consejo de Educación Superior (CES) will maintain its validity in accordance with the implemented processes of evaluation, accreditation, and quality assurance” (CEAACES). As established in the article 77 of this regulation, the pertinence of majors and academic programs will imply the articulation of their formative offer, research and community involvement with the constitutional regimen of Buen Vivir, Plan Nacional de Desarrollo, local and regional plans, social requirements and scientific and humanistic schools of thought.

Consejo de Evaluación, Acreditación y Aseguramiento de la Calidad de la Educación Superior (CEAACES) establishes that education is a public service, and thus the evaluation of the majors offered at Ecuadorian universities becomes a transversal axis to guarantee quality in undergraduate academic formation. Consequently, CEAACES has designed a generic model that includes the following criteria for evaluation: (1) pertinence, (2) curriculum, (3) faculty, (4) institutional environment, and (5) students. Seguimiento a Graduados (alumni follow-up) corresponds to the second indicator of pertinence criterion and aims to “identify if the process (...) has been institutionalized and if its activities are reflected on official documents” (Matriz de Evidencias Modelo Genérico de Evaluación).



Therefore, conducting a study about the perceptions that English Language and Literature School alumni have about their academic formation becomes essential to determine strengths and weaknesses, which are indeed the basis for improvement. Graduates' perceptions must be regarded as an opportunity for curricular adaptations.

Delimitation of the Problem

The School of English Language and Literature requires a significant alumni follow-up in order to determine the strengths and weaknesses related to the academic program offered. Even though, there is information about graduates' perceptions, the sample is not representative and thus generalizations cannot be done, which reduces the chances for accreditation and appropriate curricular adaptations.

General Objective

To analyze alumni perceptions regarding the academic program offered at the English Language and Literature School, in the University of Cuenca.

Specific Objectives

- a. To identify the main factors in the major selection process
- b. To identify the level of graduates' academic satisfaction
- c. To point out graduates' needs in accordance with educational and professional demands
- d. To determine the curricular aspects that should be considered for changes.



Chapter II

Literature Review

The so-called “Careers after Graduation” project was developed in Europe with the participation of eleven European countries that provided information about the transition between university and the labor market. Later in 2004, the Flexible Professional Knowledge Society (REFLEX) was the project that perfected the key project instrument. It was a survey directed at graduates four years after their graduation. The information that they collected was comparable and verifiable and facilitated the analysis of trends in those years (CINDA, 2012).

More recently, in 2006 the ALFA program followed. The main purpose of this project was to analyze the results about graduates’ trajectory and establish a comparison between Latin-American countries and European countries that participated in the first projects, An European Research Study (CHEERS) and REFLEX. (CINDA, 2012)

Therefore, in Latin-America it was decided that a university career accreditation system should be introduced, and so the Seguimiento a Egresados and an insertion labor program were created. However, there was not a satisfactory “Seguimiento a Graduados” because of the mismatch between the graduates’ profiles and the requirements of world production (CINDA, 2012).

Thus, due to the high demand for students with university degrees over the last years, Centro Interuniversitario de Desarrollo (CINDA) has seen the need to create a project aimed at bringing the university in line with the new productive and social demands.

Thereby, teachers prepared this project whose main objective is to "Formulate proposals for “Seguimiento a Graduados” to facilitate and enable the linking of



universities with the external environment and allowing feedback in favor of training processes and a positive labor market" (CINDA, 2012).

In a study carried out by Anika Remuzgo Artezano, the author says that the alumni perceptions are answers expressed with respect to the learning-teaching process related to the organizational, pedagogical and technological aspects that they had received during their career (p. 11).

Likewise, a study conducted by the University of Monterrey regarding alumni follow-up between 2007 and 2008 whose main objective was to analyze the academic education of graduates and their professional development, Lasibelle and Navarro mention, to detect the graduates' necessities in terms of their academic development, career information, job training and workshops. Therefore, the study allowed the researchers to establish a connection between the programs offered at the university and the graduates' work opportunities (p. 4).

Professors list down some of the aims in which take place at the time the student concludes the sixth semester, the aims were:

- Assess the satisfaction of students in curricular matters and regarding training and services in general through SABES.
- Determine the degree of compliance with the formal discharge profile.
- Learn about the graduates' fulfilled and/or unfulfilled expectations. Looking ahead, identify the language skills of the incoming Bachelor students (p.4).

The Universidad Católica de Cuenca conducted a study with the purpose of collecting relevant information related to graduates' professional, personal and social development. The data collected from monitoring classes and referring to both



administrative and teaching areas allowed the analysis of the current curriculum, and hence the updating of study plans, in order to define alternatives for the labor market, entrepreneurship and inclusion (Informe Seguimiento a Graduados, p. 4).

Moreover, Seguimiento a Graduados in that university seeks to serve as a reference tool that has to be used by the area of Academic Management and Subdecanato to propose reforms to the Curriculum.

Universidad Católica de Cuenca, Azoguez, which wants to maintain contact and to meet what our current society needs to have in the labor market; so, This project helps to recognize that universities need to perform follow-up studies to provide feedback regarding the graduate academic programs and constantly adjust to the labor market needs. It comforts the University to provide information to feedback and update the curriculum (Seguimiento a Graduados, p. 4).

Corporación Universitaria de la Costa (CUC) in Colombia, determined the graduates' necessities in engineering programs by conducting a study about academic satisfaction, in which it was evidenced that post-graduate programs must include some specializations since post-graduate degrees were not really beneficial in terms of the demands engineering students had to face. In addition, it was found that proficiency in a second language (English in the first place) was strictly related to general competences for job opportunities. All this information has served curricular changes (p. 187).

Alumni follow-up is truly relevant if improvement is the aim. For example, Corporación Universitaria obtained very specific and important data to consider for curricular adaptations. The project's authors agree that even though competences were not evaluated unsatisfactorily, the percentages obtained led them to be conscious of their social responsibility with graduates, and thus guarantee that quality education



becomes a must, since students have high levels of identity with their university, namely, a sense of belonging to their educational institutions (p. 187).

According to the Universidad de Chihuahua, Seguimiento a Graduados is necessary to get information about the impact of the knowledge received in dealing with specific problems in the labor market. Likewise, teachers need to learn about professional performance to strengthen the design, and review the study's plans and programs as well as the planning with strategic long-term vision (p. 8). Thus, the innovation speed in the careers had caused an increase in the supply and demand of higher education. In the same way, this university created two guiding principles to articulate: align university activities and make decisions in the coming years for educational quality assurance. Similarly, the results show that graduates are satisfied with the major part of the education received but they express some things that according to them, should be changed.

A study accomplished by the Universidad Central del Ecuador shows that Seguimiento a Graduados is pertinent for several reasons. First, it is important for career accreditation which the government tried to internationalize in higher education, thereby helping the country develop in the cultural, political, economic and social spheres. Second, it is significant for curriculum development. Later on, the survey was applied in order to evaluate the graduate academic programs that have been offered by the University and to find out about the knowledge pertinence and necessary skills. Furthermore, the university needs to get valid information about the graduates with the purpose of promoting and strengthening the links between the two. Finally, as a social-political tool, it is important to improve gender equality and democratize the access to higher education.



The Ministry of Education in Ecuador says that the objective of this Seguimiento a Graduados is to promote higher education programs to create better skilled human capital (Seguimiento a Graduados, 2010).

In the Universidad Espiritu Santo, after applying a survey, professors took notice that not all graduates of medicine were satisfied with the curriculum. Likewise, they said that there were aspects that were positive in their education. So, they have used this information to improve the curriculum and enforce the positive aspects.

The Universidad de Chile asked students about perceptions regarding the curriculum: they asked them about the importance that the university gives to the curriculum in different subjects, and they included disciplinary content and language instruction (p. 21). Thus, in the results, they could see that the students give more importance to the pre--professional practices and less importance to the topics related to special educative necessities and educational sociology (p. 23).

Nevertheless, the study's results show a positive general evaluation, both for the training curriculum and the acquired ability to teach in the area of language and communication; in addition, it demonstrates students' optimism with respect to their experience before their professional insertion.

In the same way, The National Academy Foundation's Career Academies: Shaping Postsecondary Transitions that was carried out some years ago with the purpose of improving educators' and policymakers' approach to encouraging academic achievement and facilitating students' transition showed that the academic model can be better (p.15).

Another study at the University "Laica Eloy Alfaro de Manabí" (Special Education) describes how graduates are allowed to analyze the relationship between



skills acquired through higher education and those required by employers in order to understand the processes of transition to the labor market for graduates of higher education. It serves to improve education by helping graduates to access better and wider job opportunities and learn in advance about the challenges that they will face in the labor market.

Furthermore, a study did at Columbia University, New York, state that it wanted to gather information about how “Alumni provide an important perspective for assessing how effectively an institution’s academic programs prepare its graduates to be successful contributors to society” (p. 15). In fact, post-secondary institutions have been surveying their alumni to collect evidence on academic effectiveness as part of their overall assessment programs.

The opinion of graduates regarding the curriculum was studied in the nursing degrees of the Faculty of Superior Studies of Zaragoza-Universidad Nacional Autónoma de México. The intention was to discover the quality of the educational program, and the solidity of the training of their graduates, as well as the high graduation rates, the number of competent teachers in their generation, transmission and application of knowledge organized in academic bodies, as well as an updated and relevant curriculum (p. 1).

The intention of that project was to update their professional profiles, as well as set down new training requirements that are in harmony with the world of work that graduates will have to function in. Further, educational research is used as a tool to provide information about the development of their professional work. “These studies are very important for academic planning in higher education institutions, since they constitute a powerful diagnosis of reality with the potential to induce institutions to



reflect deeply on (its) their aims and values” (Carmona, Gonzales & Crespo, 2012, p. 2). One of the most important things that the university has to take into count is the education of the people related with the labor market and the graduates, especially if these students are bringing a good service to society. Also, it helps to align the curriculum with the actual needs of the community.

The University of Panama and its project called “Inserción laboral de los graduados de la Universidad de Panama” present the satisfaction of graduates with their studies and the percentage composition of the sample of graduates who responded to the survey questions about the degree of satisfaction described (p. 12). The average satisfaction rate of graduates at the University of Panama was estimated at 73.2% with a standard deviation of 13.2%. It was measured by the number of students who responded and related to those who declared that they would choose the same career showing high levels of satisfaction (p. 21).

Moreover, the “Universidad Central del Ecuador” conducted a study called “Sistema de seguimiento de graduados y egresados de Facultad de Ingeniería, Ciencias Físicas y Matemática” in order to provide society with efficient professionals and to improve the quality of the faculty as well as obtain the accreditation that the government is demanding nowadays (Celorio & Elizabeth, p. 13). The essential part of this work is to establish a connection and to find out what the egressed and graduate students are doing away from the university. The results will help the career to take decisions and improve the curriculum.

In short, all studies carried out by different universities around the world have had the same purpose, namely, career accreditation. It is important, because universities can maintain their standards as well as improve their curricula. Also, another important



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reason is to maintain the contact with all graduates. This contact is important, because the universities need to know about their graduate and their advancement in the job market.



Chapter III

Methodology

After determining the topic that will be analyzed and studied in this investigation, what we chose to apply in this present work to obtain information was a specific research method which started with choosing the target population and proper sampling.

First, as regards the target population, it is the people that are to be included in the research work. Accordingly, the population is the English teachers and professors graduated at the English Language and Literature School, in the University of Cuenca, working in public and private educational institutions. Moreover, it was deemed important to include graduates that are working in other non-educational areas, as well as current unemployed graduates.

Systematic sampling was next; it involved selecting elements from an ordered sampling frame, i.e., in this case, separating out the public and private educational institutions. The sampling process also included the weighted number and percentage rate of the institutions participating.

Convenience sampling was used to contact graduates working in non-educational areas as well as those who are currently unemployed. Further, social networks and e-mails proved helpful for the purpose.

Fundamentally, both quantitative and qualitative methods were applied. This study employed qualitative approach to get information which provided more reliable information about the participants and the problem through the application of a survey.



The quantitative analysis was done based on histograms and descriptive statistics in order to have a panoramic view of the results which were then qualitatively analyzed considering information sources for discussion. All the data collected was interpreted based on the appropriate elements of the literature review to explain certain phenomena.

Finally, the transparency of the data collected is shown by figures and statistics that are to be presented below by a quantitative approach.



Chapter IV

4.1 Demographics and their relation to the major selection process

In order to maintain contact with the ex-students of the English language career and to find out about the current situation, a survey was applied to 161 graduates with 141 women and 20 men among them. Data were collected at ninety-four (94) Educational Institutions of initial education, basic general education, high school, higher education and English Institutes located in urban and rural areas of Cuenca, Gualaceo, Chordeleg, Sigsig, Paute, San Fernando and Azogues.

One of the most important reasons for doing this project was because the University wants to know the level of satisfaction that each one of them has with the knowledge they got throughout the studies, how useful are the subjects received in the classrooms during their years at the university, and why they decided to study the career of English Language and Literature.

It was also intended to help the university to obtain the accreditation taking into account their opinions to improve the curriculum and to train people according to the new demands that society as such has. The survey has highlighted the necessities that people have owing to the weaknesses that they may have and the problems in getting a good and solid job. Most of them agreed that the curriculum should be improved and the ex-students especially wanted to have classes or preparatory courses for TOEFL exams so that they have this certificate when they decide to work for the Ministry of Education.



Based on the returned questionnaires, an analysis of the variables was carried out and the results were tabulated according to frequency rates. The data also include gender information and the year of graduation.

Table 1

4.1.1 Graduate gender

		frequency	Percentage	valid percent	Accumulated percentage
Valid	Male	20	12,4	12,4	12,4
	Female	141	87,6	87,6	100,0
	Total	161	100,0	100,0	

Table 2

4.1.2 Graduate age

	N	Minimum	Maximum	Average	Standard deviation
Age	156	,00	60,00	33,2756	8,19329
valid	156				
(according to list)					

It is estimated that the average age of the graduates surveyed is around 33 years.

**Table 3****4.1.3 Marital status**

		Frequency	Percentage	Valid percent	Accumulated percentage
Valid	Singles	75	46.6	47.2	47.2
	Married	75	46.6	47.2	94.3
	Divorced	5	3.1	3.1	97.5
	Widowers	3	1.9	1.9	99.4
	Free Union	1	0.6	0.6	100.0
	Total	159	98.8	100.0	
	Not analyzed	2	1.2		
Total		161	100.0		

4.2 Graduates' academic satisfaction

The importance of this chapter is to describe the graduates' academic satisfaction level with the University of Cuenca, specifically the English Language and Literature career, through a survey intended to collect sufficient information about the satisfaction level and the necessities of the students in the career. The logic behind is that people who already work know what the most important subjects and methodologies to be applied in a classroom are.

Furthermore, the School of English's aims to prioritize the subjects according to the importance for the students in their professional life and expects to strength the ones that appear to be significant for the graduates. Besides, the process helps to improve the curriculum. Our data prove that graduates have positive perceptions about their studies



at the School of English. Thus, they categorize as satisfied the modules such as educational, professional pre-practices, research training advice and the direction of research work for their graduation. However, with respect to module informatics tools, the results indicate that 39% of the respondents are dissatisfied with what they learnt.

The charts below present the data with the percentage rates of the satisfaction levels.

Table 4

4.2.1. Satisfaction levels with respect to pedagogical methods and the educational content

		Frequency	Percentage	Valid percentage	Accumulated percentage
valid	Very satisfied	27	16.8	16.9	16.9
	Satisfied	102	63.4	63.8	80.6
	Not very satisfied	27	16.8	16.9	97.5
	Dissatisfied	4	2.5	2.5	100.0
	Total	160	99.4	100.0	
	Not analyzed	1	0.6		
Total		161	100.0		

According to this chart, in the Educative Module the estimate is that a 63.4% of the graduates are satisfied, but it is important to take into account that around 16.8% is very satisfied, and another 16.8% is dissatisfied while 2.5% is dissatisfied.



Graduates are satisfied with all the things that they learned in the class, nevertheless, they are not totally satisfied due to the fact that they need to improve their knowledge in some skills like listening and speaking. They mentioned that these two skills are the most important ones when you begin to give classes. This is the time when you enter a world that is different and it is difficult, because they need to talk and they do not have much experience in doing so.

Regardless, graduates say that they can interact with fluency in social and professional situations, as it would appear from the chart below. It is important to emphasize that they must carry on learning the language at the beginning of their careers and take courses in Institutes or places where instruction in conversation skills is offered. However, nowadays; new students can enjoy the new conversation classes which account with all necessary implements to talk with native speakers. Hence, it should not be a problem to speak more fluently.

Table 5

4.2.2 Satisfaction level with respect to pre-professional practices

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very satisfied	31	19.3	19.3	19.3
	Satisfied	92	57.1	57.1	76.4
	Not very satisfied	29	18.0	18.0	94.4
	Dissatisfied	5	3.1	3.1	97.5
	Very dissatisfied	4	2.5	2.5	100.0
	Total	161	100.0	100.0	



As we can see in the chart, according to pre-professional practices the estimation is that the major part of the students is satisfied with the experience gained as the result is 57, 3 percent. They say that the practices were satisfying, and they were able to improve their vocabulary and get more familiarity with classroom situations. However, there are students that are very satisfied with the module, one can see that 19.3 percent is content with the practice mode, because they can develop and look for new ways. Besides, 18 percent is not very satisfied but only 3,1 percent is unsatisfied and 2, 5 percent is very unsatisfied because they claim that there were not enough hours to practice taking into count that many high schools did not allow them to get experience with their students.

Likewise, the English career was able to make a comparison with the mathematics' career and found that they are related with the satisfaction level because mathematic students said that pre-professional practices had been useful to their professional development; on the other hand, they said that the hours for teaching practice should be increased.

Table 6

4.2.3 Level of satisfaction with management tools

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very satisfied	15	9.3	9.4	9.4
	Satisfied	57	35.4	35.8	45.3
	Not very satisfied	62	38.5	39.0	84.3
	Dissatisfied	17	10.6	10.7	95.0
	Very dissatisfied	8	5.0	5.0	100.0
	Total	159	98.8	100.0	



	Not analyzed	2	1.2		
Total		161	100.0		

In this item, we can estimate that students are little satisfied due to 38.5 percent of students that answered to the survey saying that they did not have computer classes because all those years ago computer studies were not considered to be important, while other students reported that it was a very poor course. Also, some of them expressed that if they knew about technology at all, this is because they studied outside the university. In the same form, 35.4 percent is satisfied with respect to computer management tools. They mention that they learned enough to teach but they did not exclude that they may have to learn more about it. Likewise, 10.7 percent are unsatisfied, because most of the part of the curriculum subjects have not been useful in their professional life and they needed new methods and techniques to teach this subject because the programs are not updated. Others agreed that technology is extremely important nowadays in all aspects, especially in the education.

4.2.4 Research training; advice and direction of research work for graduation

In reference to graduation direction, the “Universidad Autónoma de Zacatecas” stresses that academic education requires *egresados* to carry out scientific investigation. Thus, around 52% felt supported enough while around 28% asserted that they were little motivated.

Therefore, the teachers who provided advice to the graduates during academic training impacted positively in some aspects. 36% of graduates felt the impact on academic content, 17% was motivated to continue their studies, and 14% felt encouraged to investigate, and finally 12% said they were given useful search-learning strategies.



Once again, making a comparison with the “Universidad Autónoma de Zacatecas” and the University of Cuenca, specifically in the English language career, the graduate students are satisfied because the majority of respondents had taken the graduation course; therefore, they said that they had been given considerable help while writing their theses; thus, it is approximately 50.6 percent. Moreover, 16.3 percent of the students are very satisfied due to the fact that they received much support at the time when they were working on their theses.

On the other hand, around to 21.9 percent is not very satisfied, they say that they did not have enough support, and they had to look for other ways to improve their theses. Moreover, there are around 8.8 % of students that are dissatisfied, and around 2,5 percent are very dissatisfied because they did not receive the right amount of support in this regard.

The School of English did not introduce investigation as a learning methodology and, as a result graduates did not have sufficient knowledge about how to conduct research activities. Also, the monographic works are not linked to postgrad investigations and are unlikely to help the teacher and the students as they tend to be irrelevant.

Thus, we can see these values represented in the table below:

Table 7

Research training; advice and direction of research work for graduation

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very satisfied	26	16.1	16.3	16.3
	Satisfied	81	50.3	50.6	66.9



Not very satisfied	35	21.7	21.9	88.8
Dissatisfied	14	8.7	8.8	97.5
Very dissatisfied	4	2.5	2.5	100.0
Total	160	99.4	100.0	
Not analyzed	1	0.6		
Total		100.0		

As a result, the graduates' perception with respect to the education received is satisfactory. Lastly, this survey and its results help university teachers to learn more about the graduates' opinion. Thus, the results suggest that the major part of graduates is satisfied with the academic studies and how the curriculum was developed. However, there are some of them who think that the curriculum needs to be improved and some subjects need to be reformed.

4.3 Educational and professional demands

This topic is significant when it comes to the issue of whether graduate students are satisfied with their education, and if they use all the information they were given during their university studies. Nevertheless, according to Universidad Autonoma de Zacatecas, "seguimiento a graduados" is not only a process with the goal of validating the plans and programs developed within, but also with the aim of shaping alternatives and keep up with the needs of the labor market.



Therefore, the survey applied during February, 2015, had the purpose to show the importance of the connection between the educational modules and professional demands. Thus, the variables indicate the satisfaction level as compared to the *egreso* profile. It shows that the students have a solid knowledge of English when they finish their studies.

Table 8

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very satisfied	27	16.8	17.0	17.0
	Satisfied	97	60.2	61.0	78.0
	Not very satisfied	34	21.1	21.4	99.4
	Dissatisfied	1	0.6	0.6	100.0
	Very dissatisfied	159	98.8	100.0	



Not analyzed	2	1.2		
Total	161	100.0		

According to the table above the major part of the graduates is satisfied, the rate being around 61.0 percent. It is because they said to have the skills, and they do not need to make much effort to understand programs, movies, etc. On the other hand, 21, 4 percent of the students estimate that they are not very satisfied because they said that they can understand movies, programs, etc., but they learned this skill in other institutions. Around 17, 0 percent is very satisfied because they liked the manner how teachers gave the classes and presented new vocabulary. Some of them could recall who they thought the best teacher was. Finally, there is one graduate that is dissatisfied, because he claims that he did not learn all language skills at the university because teachers only emphasized the grammar part.

Table 9

4.3.2 Read and understand extensive factual and literary texts, appreciating distinctions of style; specialized articles and technical instructions not necessarily related to their career

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid Very satisfied	32	19.9	20.0	20.0
Satisfied	96	59.6	60.0	80.0
Not very satisfied	32	19.9	20.0	100.0
Total	160	99.4	100.0	



Not analyzed	1	0.6		
Total	161	100.0		

In this item, the chart shows the level of satisfaction in the education received during university life regarding these skills. The major part of the students is pleased because they can read and understand extensive factual and literary texts. The results are as follows: 60 percent is satisfied due to the fact that they received classes dealing with these skills. However, they would have liked to receive more classes on these topics. In second place, there are graduates that are very satisfied and other not very satisfied with 20 percent in each one. The 20 percent are students who are very satisfied with the preparation received in these two skills, because they were given excellent materials. On the other hand, the other 20 percent is not very satisfied because they did not receive enough classes or texts of this kind to read, and students did not get enough vocabulary to understand those texts.

Table 10

4.3.3 Interact with fluency and spontaneity in social and professional situations

		frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very satisfied	35	21.7	21.7	21.7
	Satisfied	99	61.5	61.5	83.2
	Not very satisfied	26	16.1	16.1	99.4



Very dissatisfied	1	0.6	0.6	100.0
Total	161	100.0	100.0	

According to the survey, graduates are satisfied with this item. Therefore, 61.5 percent is satisfied because they can interact in a social or professional situation. Likewise, there are graduates that are very satisfied and their rate is 21.7 percent. Nevertheless, 16.1 is not very satisfied because they would have needed more situations where they could have used all the things learned. Finally, 0.6 percent is dissatisfied because this graduate believes that he was not exposed to professional situations where he could have applied this knowledge. For example, during practicum, he did not have enough hours to interact with his students.

Table 11

4.3.4 Write texts, essays and clear and well-structured reports expressing their point of view and emphasis on relevant issues

		frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very satisfied	26	16.1	16.1	16.1
	Satisfied	90	55.9	55.9	72.0
	Not very satisfied	42	26.1	26.1	98.1
	Dissatisfied	3	1.9	1.9	100.0
	Total	161	100.0	100.0	

The chart shows that approximately 55.9 percent is satisfied with this item because they can write essays and express their own ideas. Also, they told the



researchers that it was important to finish their graduate work because it was necessary to write their thesis. However, there is a certain percentage that is not very satisfied, this rate is 26.1 percent. This group of students said that this aspect was very poor throughout the entire career. Also, the books that could be important for this skill were very outdated. However, 16.1 percent of the graduates is very satisfied since they recognize that all their teachers did everything that was possible to help with this skill despite the fact that they did not have the right resources to work on this. Nevertheless, a few graduates – 1.9 percent – is dissatisfied, because they had to make up for gaps in their knowledge after finishing their studies.

Table 12

4.3.5 Is able to incorporate history and culture of the United States to the process of teaching English as a foreign language

		frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very satisfied	28	17.4	17.4	17.4
	Satisfied	86	53.4	53.4	70.8
	Not very satisfied	41	25.5	25.5	96.3
	Dissatisfied	6	3.7	3.7	100.0
	Total	161	100.0	100.0	

This chart shows that the 53.4 percent is satisfied with the education received in this regard. However, they feel the necessity for the university to improve the subject because it does not dealt with satisfactorily in Ecuadorian education. Additionally, 25.5 percent is not very satisfied because according to them American history is not found in



the books that the government gives to the schools and high schools. On the other hand, 17.4 percent is very satisfied because they say that it is important to include this subject as students need to know where the language came from. Finally, there are some graduate students that are dissatisfied because they believe that their own students would need more education related to life and culture in Ecuador. Also, they say that teachers need more preparation in the language, but not specifically regarding American history, because that topic is not associated with their reality.

Table 13

4.3.6 Is able to apply methodological training to the teaching and learning of English

		frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very satisfied	62	38.5	38.5	38.5
	Satisfied	76	47.2	47.2	85.7
	Not very satisfied	20	12.4	12.4	98.1
	Dissatisfied	2	1.2	1.2	99.4
	Very dissatisfied	1	0.6	0.6	100.0
	Total	161	100.0	100.0	

47.2 percent is satisfied with the methodological training because the TEFL classes were excellent and they learned many techniques to apply with their students. Furthermore, 38.5 percent is very satisfied with the training they received. They specifically mentioned one teacher who taught new techniques and new forms to teach children and teenagers in a fun way. However, 12.4 percent says that they are not very



satisfied because three semesters are not enough to learn a sufficient amount about how to teach students. Finally, there is 1 person who is very dissatisfied saying that he does not use the things learned in classes because they are obsolete.

Table 14

4.3.7 He is able to develop and implement syllabi, lesson plans and assessment tools

		frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very satisfied	41	25.5	25.8	25.8
	Satisfied	67	41.6	42.1	67.9
	Not very satisfied	40	24.8	25.2	93.1
	Dissatisfied	9	5.6	5.7	98.7
	Very dissatisfied	2	1.2	1.3	100.0
	Total	159	98.8	100.0	
Not analyzed		2	1.2		
Total		161	100.0		

According to a new regulation, graduates need to prepare their syllabi and lesson plans taking into account their students' skills, but the problem is that they did not learn how to do this, and they have some problems when they have to prepare their lesson plans now. However, we can see that 42.1 percent is satisfied in spite of the fact that they did not know much about this kind of an activity. The rate of graduates who are very satisfied with how they were instructed to design lesson plans and syllabi is 25.8



percent. Nevertheless, there are students who are not very satisfied because, in their view, they did not receive this kind of information. They have a planning template for other subjects in Spanish, but it is not the same as the one in English. Another 5.7 percent is dissatisfied since, according to these respondents, the information received was not appropriate to the teaching of English. Finally, there are graduates who are very dissatisfied representing 1.3 per cent.

Table 15

4.3.8 Is capable of using Web 2.0 (blogs, wikis, virtual platforms, social networks, Slideshare, etc.) as an educational resource for teaching English

		frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very satisfied	56	34.8	35.4	35.4
	Satisfied	85	52.8	53.8	89.2
	Not very satisfied	17	10.6	10.8	100.0
	Total	158	98.1	100.0	
Not analyzed		3	1.9		
Total		161	100.0		

The chart shows that graduates are able to use Web 2.0. The majority is satisfied even though they think that there exists the necessity of more classes to learn more about ITC in general and blogs in particular. Nevertheless, there are graduates who are



very satisfied with their ITC classes implying that they do not have any problems with the way it was taught. However, there are students who are not very satisfied, because they assert that they did not receive any classes about ITC (TICs). This is because at the time when they went to university, IT was not part of the curriculum.

In summary, one might say that the content and methodology, in general, meets the needs of the graduates, who value the above-mentioned parameters, because they claim that they are capable of using the four language skills. Likewise, they know about didactic-methodological strategies in the teaching process. However, while this is true, there is much more to do to achieve excellence; therefore, most respondents recommend that materials in terms of techniques and methodologies for inclusive education, ITC (TICs) and curriculum development should be included. Nevertheless, teachers themselves need to improve their language skills, because the new rules are very strict and an English teacher should be more prepared with the passing of each day.

4.4 Discussion Section: Curricular aspects for improvement

The CEAACES states that education is a public service and, therefore, the evaluation of the studies offered by Ecuadorian higher education institutions aims at ensuring quality in academic education at the undergraduate level. For this purpose, the CEAACES has designed a generic model for the evaluation of classroom work at the Universities and Polytechnics of Ecuador including five basic criteria: relevance, curriculum, academia, institutional environment and students (SGUDC, 3). Therefore, the University of Cuenca and the administration responsible for the subject of English Language and Literature have realized the necessity to improve the curriculum.



Furthermore, in accordance with the curricular bases of 2012, and taking into account the graduates' problems at work when they teach or use English as a foreign language, there is a need to teach more than a list of grammatical contents ~~and, but~~ to focus on the communication of meaning. In the same way, it becomes a tool for interaction in which both the message and the use of language are relevant and, consequently, the issues are significant and interesting for students. Curriculum also emphasizes the development of the four language skills, and then it can be an effective and meaningful communication presented in different situations and with different communicative purposes.

We are, therefore, talking about the graduates' opinion with respect to their academic education and if they are content with the curriculum and what aspects, should be changed. In general, one could say that a high percentage of graduates value the parameters related to language skills and methodological management as well as the teaching strategies introduced with regard to English as a foreign language. However, the open questions asking for suggestions on how the curriculum could be improved reveal the importance of keeping in touch with the graduates. The answers provide important information that could be used to improve the curriculum. Also, the career's director and the teaching staff should take advantage of this information and improve their syllabus which should also take into account the new regulations about English teachers. For example, the graduates said that they did not receive TOEFL training, even though this is the exam that all English teachers should pass to get a good job and a good salary.

4.4.1 TOEFL exam

This is the main point because it is based on the provisions of the General Regulations of the Organic Law of Intercultural Education. It is in Articles 275 and 304.



It lays down the requirements for the employment, transfer and promotion of teachers. Moreover, it is worth noting that the Project for Strengthening the Teaching English as a Foreign Language led by the Ministry of Education reveals the necessity that teachers have to pass standardized tests proving their English proficiency to a B2 level in accordance with the Marco Común Europeo de Referencia para las Lenguas (MCER) (Seguimiento a Graduados Lengua y Literatura Inglesa, 19).

Also, conforming to the Seguimiento a Graduados, Lengua y Literatura Inglesa, the new laws require teachers to be more prepared in both English proficiency and methodological strategies because the Ministry of Education is looking for graduates of high schools to achieve the minimum B1 level of language competence.

4.4.2 Promote the use of the four English language skills from the start of the career using appropriate methodologies

The graduates said that they needed a whole range of methodologies that help them improve their skills to learn and to teach. Up-to-date methodologies can help teachers interact with more facility with the students and make the classes more active.

4.4.3 Discussion forums in which native speakers are also included

The graduate teachers agreed that during their studies they liked to have discussion forums in which they could talk and exchange ideas with people who were native speakers. Encounters with native speakers could help them understand idiomatic phrases better.

4.4.4 Strengthen preparedness in curriculum and instructional planning, with emphasis on Basic General Education

This aspect is important, because nowadays it is essential to learn about how to teach young children. In the course of their studies graduates learn more about how to teach teenagers, but many of them are now actually working with young learners.



Likewise, they should learn more about inclusive education since this aspect is a standard requirement. However, the latter is particularly difficult considering that they don't know what strategies could be use with them.

4.4.5 Increase the number of hours devoted to pre-professional practices

According to the respondents, the hours devoted to practicum should be increased, because that is the only time when they can put into practice all the knowledge they acquired. However, the duration of the teaching practice is evidently not enough because by the time the teacher trainees began to get to know their students, their practicum was over, and they could not apply all the things that they had prepared. Moreover, the extension of the practicum would be important because they could get more confidence, and could enter the workplace with more experience.

4.4.6 Agreements for exchanges and internships

With regard to the above, they said that this being a career where you learn a new language, opportunities for exchanges and internships should be created, because in this way students could internalize the language and learn more ways of teaching-learning.

4.4.7 Update bibliographical material

Graduates emphasized that the material used should be more up-to-date because the course books are often out-of-date. They mentioned one tutor specifically who seemed to be able to teach well in spite of having to rely on the available course books. Obviously, the same tutor could give even better classes if he had current course books at his disposal.

Because of various reasons, most students choose to work full time after graduating and do not always take into account the importance of continuous professional development. One of the most important facts for not continuing their



studies is the economic situation that the graduates have when finishing the University. Obtaining a Master's degree is costly and it is especially difficult to study a second language in a place where everybody speak Spanish; whereby, the opportunities to practice the new language and become fluent are rare.

4.4.8 Postgraduate studies

Regarding graduate studies, 90.1% of the graduates said that they had not studied to fourth level compared to 9.9% who already have a Master's degree, some kind of a specialization or PHD. It should be noted that the survey included an open question in which the respondents were asked to suggest proposals for graduate studies in the area of their specialization. The suggestions are geared towards pedagogy and didactics for teaching English as a foreign language, inclusive education, educational technology, curriculum planning, and translation and linguistics.

Table 16

		Frequency	Percentage	Valid Percentage	Accumulated Percentage
Valid	Yes	16	9,9	9,9	9,9
	No	145	90,1	90,1	100,0
	Total	161	100,0		

It is important to mention the concern of graduates in relation to the cost of Master's programs offered by the Faculty of Philosophy in the area of English Language. In addition, some flexible hours are a determining factor when opting to



study a specialization so some suggest distance modalities. However, it remains a fact that graduates do not have an incentive to join a Master's program as the third level title is sufficient to teach at secondary school level. Furthermore, it is typical of the subjects of the present study that even if they did a Master's course, often it was not in English, but was a Master's in educational pedagogy instead. Besides, the requirements that the university asks for an admission to a Master's degree is too strict for people who only have little experience.

Moreover, the respondents stressed that there is a lack of opportunities that the University of Cuenca offers to its alumni to continue excelling and acquire a degree of fourth level. This is not surprising because of all the respondents only six (6) graduates earned a Bachelor's fourth level equivalent to a Master's degree in the said University, while five (5) did a diploma course, or Master's at the University of Azuay, Loja Technical University, Kansas State University, and the American University of Technology (suspended).

Table 17

4.4.8.1 Postgraduate level of study

		Frequency	Percentage	Valid Percentage	Accumulated Percentage
Valid	Master's	11	6,8	6,8	6,8
	Specialization	2	1,2	1,2	8,1
	PhD	3	1,9	1,9	9,9
	None	145	90,1	90,1	100,0
	Total	161	100,0	100,0	



Table 18

4.4.8.2 Contingency Table: Higher Institution that offer postgraduate and postgraduate level

	postgraduate level				Total
	Master's	specialization	PhD	None	
Higher education institution offering graduate courses					
UNIVERSIDAD DE CUENCA	6	0	1	0	7
UDA	1	0	1	0	2
UTPL	2	0	1	0	3
UNITA	1	1	0	0	2
KANSAS STATE UNIVERSITY	0	1	0	0	1
UNIVERSIDAD TECNOLÓGICA AMÉRICA	1	0	0	0	1
NONE	0	0	0	145	145
Total	11	2	3	145	161



Most of the respondents have participated in a number of training sessions that the government offered but they did not concern the English language. The following table shows that 77.4% of the surveyed graduates have participated in training events and professional workshops after obtaining their third level title. They seem to have a keen interest in improving their knowledge in pedagogy, didactics and educational technology.

The Faculty of Philosophy, Letters and Educational Science at the University of Cuenca should increase their range of academic events for training and professional development in the area of English Language and give their former students the opportunity to get better jobs.

Table 19

4.5 Training events and professional development

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	123	76.4	77.4	77.4
	No	36	22.4	22.6	100.0
	Total	159	98.8	100.0	
	Not analyzed	2	1.2		
Total		161	100.0		

Professional development opportunities



Table 20

4.6 Professional updating opportunities

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Very high	21	13.0	13.4	13.4
	High	51	31.7	32.5	45.9
	Half	54	33.5	34.4	80.3
	Low	24	14.9	15.3	95.5
	Very low	7	4.3	4.5	100.0
	Total	157	97.5	100.0	
	Not analyzed	4	2.5		
Total		161	100.0		

The table indicates that there is a medium level of satisfaction with 34.4% representing opportunities for professional development followed by a 32.5% indicating a high level. However, it appears that there is also a low level of 15%, which shows that there are not that many such opportunities for graduates to take advantage of.



CHAPTER IV

LIMITATIONS OF THE STUDY

The study called "Seguimiento a graduados" in the University is a basic tool to find out the achievements and areas of opportunity in the educational program and in what way to make improvements. For this reason, it is important for institutions to be conscious of the reality and provide accurate performance about their former students in order to carry out some changes based on the new needs, as well as update study plans and especially measure the skills and capacities developed by their students after finishing their studies.

However, the university lacks the capacity to collect this type of information, because it does not have a database of attendance, names, directions, e-mails, and cellphone numbers of the students who belonged to the University. For this very reason, it might be considered quite an achievement that the authors of the present research study managed to track down and interview 161 teachers from the School of English Language, namely students who obtained their Bachelor's degree between 2000 and 2013.

To obtain this information it was necessary to go out to teachers in schools, colleges and institutions in different parts of the province of Azuay. This task involved a lot of difficulties due to the lack of support from some institutions and the out-of-date



information that the university was able to provide for the location of each of the graduates.

In addition, surveys were left at a time and received at another date, because teachers were working and that was the only solution to avoid interrupting the workday; this proved to be one of the complications and logistical problems of the present project.

The university does not provide support for surveys, daily mobilizations, and communication with people is difficult, especially because most of graduates think that they are only approached when they are needed to provide information and there is no feedback, or any benefit in participating. Also, this type of study is not common, therefore, there is a strong mistrust and fear that the data provided will be used for other purposes. The graduates' previous experiences made them believe that answering surveys is useless, and similarly, some institutions think they are being evaluated through the process, and consequently, do not allow researchers to communicate with their English teachers.



Conclusions

In conclusion, the results in general indicate that graduates are satisfied with much of their studies. It is important to see that the subject of English Language and Literature is managed well. A clear example of this is that a high percentage of the graduates are working in the field of language teaching.

Furthermore, this research has shown that some teachers think that English is hard and need to be improved continuously. Therefore, English teachers must use techniques but these must be learned at the university. They will facilitate the process of teaching and learning English as a second language. In addition, if teachers know a lot more about how to teach, they can help children and teenagers improve the four skills of the English language.

Additionally, one goal of this research was to identify the necessities of the teachers and how to improve the curriculum. It is important because nowadays, due to the new regulations, they need to be prepared and have up-to-date knowledge.

Another aim of this investigation was the idea to join the process of learning with the environment where students can interact with native speakers. Moreover, it helps to highlight another important point, namely, that special importance should be given to providing more classes of TOEFL, since without that certificate it is quite difficult to get a job.

The results show that it would be worth extending the length of the pre-professional practices because they play an important role when it comes to starting one's professional life.



In conclusion, this work has tried to prove that the English studies need some changes that should begin with the curriculum. This is very important, since life is quite hard for anyone at the start of their professional life. Finally, the survey serves as a proof to show that graduates are ready to provide their points of view and express their unease about some aspects of their studies. However, they agree that the bigger part of their studies gave them the capabilities to start their careers with confidence.



RECOMMENDATIONS

It is important for the School of English to learn about the teachers' opinions concerning the possible weaknesses of the curriculum as perceived by their ex-students in order to improve the course.

The curriculum should be made better by taking into account what the actual labor market wants and demands.

It would be useful to study the alumni perception of the School of English regarding the academic program offered at the University of Cuenca.

Similarly, it may be of value to analyze statistical data on the graduates' different opinions and the weaknesses that they have come to identify when trying to apply their knowledge.



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APPENDIX LIST

APPENDIX A. SURVEY MODEL

APPENDIX B. ANSWERED SURVEY

APPENDIX C. GRADUATE LIST

APPENDIX D. INSTITUTION LIST



APPENDIXES

APPENDIX A SURVEY MODEL

Encuesta para Titulados de la Carrera de Lengua y Literatura Inglesa de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Cuenca.

Estimados Graduados,

Reciban un cordial y atento saludo de quienes hacemos la Carrera de Lengua y Literatura Inglesa. Con el afán de mantenernos en contacto con ustedes, solicitamos llenar la siguiente encuesta, la cual constituye para nosotros una fuente de retroalimentación para proponer cambios significativos en la malla curricular de la carrera. Les agradecemos por tomarse el tiempo necesario para esta actividad.

DATOS PERSONALES

Apellidos: _____

Nombres: _____

Cédula de Identidad: _____

Nacionalidad: _____

Género: _____

Estado Civil: _____

Fecha de Nacimiento: _____

Lugar de Residencia: _____

Dirección de Domicilio: _____

E-mail: _____

Teléfono: _____

Celular: _____



FORMACIÓN ACADÉMICA

Carrera: _____

Título Obtenido: _____

Año de Ingreso a la Carrera: _____

Año de Egreso: _____

Año de Graduación: _____

Modalidad de Graduación: trabajo investigativo (tesis) _____ Curso de graduación _____

Estudios de Postgrado

Si _____ No _____

Nivel de Estudios

- PhD
- Maestría
- Especialidad
- Diplomado

Título obtenido

Institución de Educación Superior que ofertó el postgrado

Año de Graduación: _____

Lo estudiado en la Carrera tenía estrecha relación con los contenidos del programa de postgrado.

Mucho _____ Bastante _____ Poco _____ Nada _____



¿Ha participado en eventos de capacitación y actualización profesional después de haber obtenido su título profesional?

Si su respuesta es afirmativa, indique la institución, tiempo/horas y año.

- Si
- No

Relacionados con su área

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.

Didáctica y Pedagogía

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.

TIC's

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.

Diseño y Planificación Curricular

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.



Otros

A continuación, indique el tema, la institución educativa que ofertó la capacitación, número de horas y el año.

SELECCIÓN DE LA CARRERA Y FINANCIAMIENTO

Para la selección de la carrera, ¿cuál de los siguientes factores fue el de mayor influencia?

Familia ____

Amigos ____

Facilidad de Ingreso ____

Pérdida de cupo en otra carrera ____

Destrezas lingüísticas ____

Plan de estudios ____

Facilidad para obtener un empleo ____

Otro: (especifique)

Indique la fuente de sostenimiento económico durante la carrera.

Becas ____

Ingresos propios ____

Padres ____



Familiares _____

Cónyuge _____

Otros (especifique)

**NIVEL DE SATISFACCIÓN CON RESPECTO A LA FORMACIÓN ACADÉMICA
EN GENERAL**

Módulo Pedagógico o Educativo

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy
insatisfecho__

Prácticas pre profesionales

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy
insatisfecho__

Manejo de Herramientas Informáticas

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy
insatisfecho__

Formación en investigación; asesoría y dirección del trabajo investigativo de graduación

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy
insatisfecho__

**NIVEL DE SATISFACCIÓN EN RELACIÓN AL PERFIL DE EGRESO DE LA
CARRERA**

¿Cómo valora su desempeño en los siguientes indicadores?



Escucha y comprende discursos elaborados, programas de televisión y películas sin mayor esfuerzo

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Lee y comprende textos literarios y factuales extensos, apreciando distinciones de estilos; artículos especializados e instrucciones técnicas no necesariamente relacionadas a su carrera.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Interactúa con fluidez y espontaneidad en situaciones sociales y profesionales.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Escribe textos, ensayos y reportes claros y correctamente estructurados expresando su punto de vista y enfatizando en asuntos relevantes.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Es capaz de incorporar la historia y cultura de los Estados Unidos al proceso de enseñanza del inglés como lengua extranjera.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__



Es capaz de aplicar estrategias didáctico-metodológicas para el proceso de enseñanza-aprendizaje del idioma inglés.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Es capaz de elaborar y aplicar sílabos, planes de clase e instrumentos de evaluación.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Es capaz de usar la Web 2.0 (blogs, wikis, plataformas virtuales, redes sociales, slideshare, etc.) como recurso pedagógico para la enseñanza del inglés.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Conoce sobre el uso apropiado de internet y sus buscadores para ubicar información relevante para el proceso de enseñanza-aprendizaje del inglés.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

FORMACIÓN INTEGRAL

¿Cómo se valora usted en los siguientes aspectos?

Sentido de pertenencia a una determinada comunidad y a sus normas de convivencia.

- Alto



- Medio
- Bajo

Respeto y tolerancia a la diversidad cultural y religiosa

- Alto
- Medio
- Bajo

Respeto hacia las personas con discapacidad: reconocer sus deberes y derechos a ser incluidos en diferentes ámbitos de la sociedad.

- Alto
- Medio
- Bajo

Respeto y tolerancia a la diversidad sexual en el ámbito educativo, laboral y social.

- Alto
- Medio
- Bajo

Conciencia ambiental: valores y acciones para el cuidado del medio ambiente.

- Alto
- Medio
- Bajo

¿Cuál es su opinión con respecto a la formación general del graduado de la Carrera de Lengua Inglesa?



UNIVERSIDAD DE CUENCA

Excelente _____ Muy buena _____ Buena _____ Regular _____
Mala _____

SITUACIÓN LABORAL

¿Trabaja usted actualmente?

Si _____ No _____

¿Trabaja usted en el ámbito de su especialidad?

Si _____ No _____

Nombre de la institución donde labora actualmente:

Dirección de la institución:

Teléfono:

Cargo / Actividad que realiza:

Años de servicio en la institución:

Su remuneración mensual corresponde a un salario justo en relación a sus responsabilidades laborales.

Totalmente en desacuerdo _____ En desacuerdo _____ De acuerdo _____

Totalmente de acuerdo _____

Si trabaja como docente indique lo siguiente:



Nivel

____ Educación Inicial

____ Educación General Básica

____ Bachillerato

____ Nivel Superior

Tipo

____ Pública

____ Privada

____ Otro (especifique):

Ubicación geográfica

____ Urbano

____ Rural

Tipo de relación laboral con la institución

____ Nombramiento

____ Contrato Anual

____ Contrato Ocasional

____ Reemplazo

____ Otro

Tiempo para actividades laborales

____ Completo

____ Parcial

____ Por horas

____ Otro



Sugerir dos propuestas para la formación de postgrado en el área de su especialización

Sugerir propuestas para la actualización de la malla curricular de la carrera

¿Desea compartir con nosotros algo que considere relevante para mejorar nuestra carrera en base a su experiencia como docente?

Sólo en caso de que aún NO esté trabajando. ¿Cuál de estas alternativas se ajusta a su realidad actual?

- Prepara curriculum vitae para trabajar en la docencia
 - Prepara curriculum vitae para trabajar en otra área (no docente)
 - Busca empleo sin restricciones al puesto de trabajo
 - Continúa estudiando otra mención en Ciencias de la Educación
 - Continúa estudiando en otra área del conocimiento
 - Está tomando cursos de formación continua
 - Otro (especifique):
-

Su primer empleo lo obtuvo

_____ Antes de graduarse

_____ Durante el primer año después de la graduación

_____ Después del segundo año de graduación

La carrera y su primer empleo guardaban estricta relación

_____ Total

_____ Bastante



____ Mediana

____ Poca

____ Ninguna

El primer empleo lo encontró mediante

____ Anuncio en el periódico

____ Presentó su curriculum vitae en diferentes instituciones y esperó a que se contactaran con usted.

____ Una vez finalizadas sus prácticas pre profesionales continuó en calidad de docente en esa institución.

____ Contactos personales (familia, amigos)

____ A través de la universidad

____ Por medio de una agencia de empleo

____ Anuncio en internet

Otro (especifique):

Los requisitos solicitados para su primer empleo fueron

____ Título de tercer nivel en Ciencias de la Educación, especialización de Lengua Inglesa

____ Título de tercer nivel en cualquier área de estudio

____ Título de cuarto nivel

____ Acreditar experiencia en el área en la cual se desempeñaría

____ Aprobar una prueba de selección para el empleo

Otro (especifique): _____

¿Cuántos trabajos ha tenido desde que se graduó hasta la actualidad?



Número de trabajos: _____

Si labora cómo docente, indique la relevancia de las siguientes competencias para su desempeño laboral (5 para la más importante; 1 la menos importante)

___ Diagnosticar las necesidades de los alumnos y ser capaz de organizar situaciones de aprendizaje.

___ Evaluar el aprendizaje del alumno mediante la constante retroalimentación constructiva.

___ Involucrar al alumno en el proceso de su propio aprendizaje, para que dependa menos del docente.

___ Facilitar la comunicación intercultural.

___ Crecer profesionalmente mediante el análisis y reflexión de su propia práctica y trazar un plan de capacitación continua.

Nivel de satisfacción con su trabajo actual

___ Muy alto

___ Alto

___ Medio

___ Bajo

___ Muy bajo

Nivel de satisfacción con los siguientes aspectos en su vida laboral (marque con una X)

	Muy alto	Alto	Medio	Bajo	Muy bajo
Aplicación de conocimientos adquiridos en la carrera.					
Oportunidades de desarrollar sus propias ideas innovadoras.					
Ambiente laboral					
Remuneración mensual					
Estabilidad laboral					
Oportunidades de actualización profesional					



DATOS PERSONALES

Apellidos: CRESPO LOJA

Nombres: MONICA LORENA

Cédula de Identidad: 0105214860

Nacionalidad: ECUATORIANA

Género: FEMENINO

Estado Civil: SOLTERA

Fecha de Nacimiento: 15 DE MAYO DE 1989

Lugar de Residencia: CUENCA – ECUADOR

Dirección de Domicilio: JULIO MATOVELLE 5-19

E-mail: monicreslo15@hotmail.com

Teléfono: 07881075

Celular: 0982802955

FORMACIÓN ACADÉMICA

Carrera: LENGUA Y LITERATURA INGLES

Título Obtenido: LICENCIADA EN CIENCIAS DE LA EDUCACION ESPECIALIDAD

LENGUA Y LITERATURA INGLESA

Año de Ingreso a la Carrera: 2008

Año de Egreso: 2012

Año de Graduación: 2013

Modalidad de Graduación: trabajo investigativo (tesis) _____ Curso de graduación ____X____

Estudios de Postgrado



UNIVERSIDAD DE CUENCA

Si ____ No ____

Nivel de Estudios

- ☒ PhD
- ☒ Maestría
- ☒ Especialidad
- ☒ Diplomado

Título obtenido

Institución de Educación Superior que ofertó el postgrado

Año de Graduación: _____

Lo estudiado en la Carrera tenía estrecha relación con los contenidos del programa de postgrado.

Mucho ____ Bastante ____ Poco ____ Nada ____

¿Ha participado en eventos de capacitación y actualización profesional después de haber obtenido su título profesional?

Si su respuesta es afirmativa, indique la institución, tiempo/horas y año.

- ☒ Si
- ☒ No



Relacionados con su área

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.

PARTICIPE EN LA CAPACIATACION OFERTADA POR EL GOBIERNO DEL PROGRAMA GO TEACHER EN EL CUAL TUVE LA OPORTUNIDAD DE VIAJAR AL EXTRANJERO PARA RECIBIR UNA CAPACITACION EN METODOLIGIAS DE ENSEÑANZA DE INGLES COMO SEGUNDA LENGUA. LA CAPACITACION SE REALIZO POR SIETE MESES EN LA UNIVERSIDAD DE KENTUCKY DANDO UN TOTAL 374 HORAS DE CAPACITACION RECIBIDA.

Didáctica y Pedagogía

TAMBIEN EN LA UNIVERSIDAD KENTUCKY SE RECIBIO CAPACITACION EN DIDACTICA Y PEDADOGIA COMO UN TOTAL DE 200 HORAS POR SIETE MESES.

TIC's

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.

NINGUNA

Diseño y Planificación Curricular

A continuación, indique la institución educativa que ofertó la capacitación, número de horas y el año.



ASISTI A LA CAPACITACION DICTADA POR EL CUERPO DE PAZ SOBRE LA PLANIFICACION CURRICULAR DANDO UN TOTAL DE 60 HORAS.

Otros

A continuación, indique el tema, la institución educativa que ofertó la capacitación, número de horas y el año.

SELECCIÓN DE LA CARRERA Y FINANCIAMIENTO

Para la selección de la carrera, ¿cuál de los siguientes factores fue el de mayor influencia?

Familia ____

Amigos ____

Facilidad de Ingreso __X__

Pérdida de cupo en otra carrera ____

Destrezas lingüísticas __X__

Plan de estudios __X__

Facilidad para obtener un empleo _X__

Otro: (especifique)

Indique la fuente de sostenimiento económico durante la carrera.

Becas ____

Ingresos propios __X__

Padres __X__



Familiares _____

Cónyuge _____

Otros (especifique)

NIVEL DE SATISFACCIÓN CON RESPECTO A LA FORMACIÓN ACADÉMICA EN GENERAL

Módulo Pedagógico o Educativo

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho X Insatisfecho ____ Muy
insatisfecho__

Prácticas pre profesionales

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho X Insatisfecho ____ Muy
insatisfecho__

Manejo de Herramientas Informáticas

Muy satisfecho ____ Satisfecho X Poco Satisfecho ____ Insatisfecho ____ Muy
insatisfecho__

Formación en investigación; asesoría y dirección del trabajo investigativo de graduación

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho X Insatisfecho ____ Muy
insatisfecho__

NIVEL DE SATISFACCIÓN EN RELACIÓN AL PERFIL DE EGRESO DE LA CARRERA

¿Cómo valora su desempeño en los siguientes indicadores?



Escucha y comprende discursos elaborados, programas de televisión y películas sin mayor esfuerzo

Muy satisfecho ____ Satisfecho X ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Lee y comprende textos literarios y factuales extensos, apreciando distinciones de estilos; artículos especializados e instrucciones técnicas no necesariamente relacionadas a su carrera.

Muy satisfecho ____ Satisfecho X ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Interactúa con fluidez y espontaneidad en situaciones sociales y profesionales.

Muy satisfecho ____ Satisfecho X ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Escribe textos, ensayos y reportes claros y correctamente estructurados expresando su punto de vista y enfatizando en asuntos relevantes.

Muy satisfecho ____ Satisfecho X ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__

Es capaz de incorporar la historia y cultura de los Estados Unidos al proceso de enseñanza del inglés como lengua extranjera.

Muy satisfecho ____ Satisfecho X ____ Poco Satisfecho ____ Insatisfecho ____ Muy insatisfecho__



Es capaz de aplicar estrategias didáctico-metodológicas para el proceso de enseñanza-aprendizaje del idioma inglés.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho X Insatisfecho ____ Muy insatisfecho__

Es capaz de elaborar y aplicar sílabos, planes de clase e instrumentos de evaluación.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho X Insatisfecho ____ Muy insatisfecho__

Es capaz de usar la Web 2.0 (blogs, wikis, plataformas virtuales, redes sociales, slideshare, etc.) como recurso pedagógico para la enseñanza del inglés.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho X Insatisfecho ____ Muy insatisfecho__

Conoce sobre el uso apropiado de internet y sus buscadores para ubicar información relevante para el proceso de enseñanza-aprendizaje del inglés.

Muy satisfecho ____ Satisfecho ____ Poco Satisfecho X Insatisfecho ____ Muy insatisfecho__

FORMACIÓN INTEGRAL

¿Cómo se valora usted en los siguientes aspectos?

Sentido de pertenencia a una determinada comunidad y a sus normas de convivencia.

- ☒ Alto
- ☐ Medio
- ☐ Bajo

Respeto y tolerancia a la diversidad cultural y religiosa



UNIVERSIDAD DE CUENCA

- ☒ Alto
- ☐ Medio
- ☐ Bajo

Respeto hacia las personas con discapacidad: reconocer sus deberes y derechos a ser incluidos en diferentes ámbitos de la sociedad.

- ☒ Alto
- ☐ Medio
- ☐ Bajo

Respeto y tolerancia a la diversidad sexual en el ámbito educativo, laboral y social.

- ☒ Alto
- ☐ Medio
- ☐ Bajo

Conciencia ambiental: valores y acciones para el cuidado del medio ambiente.

- ☒ Alto
- ☐ Medio
- ☐ Bajo

¿Cuál es su opinión con respecto a la formación general del graduado de la Carrera de Lengua Inglesa?



UNIVERSIDAD DE CUENCA

Excelente _____ Muy buena _____ Buena __X__ Regular _____
Mala _____

SITUACIÓN LABORAL

¿Trabaja usted actualmente?

Si __X__ No _____

¿Trabaja usted en el ámbito de su especialidad?

Si __X__ No _____

Nombre de la institución donde labora actualmente: UNIDAD EDUCATIVA IVAN

SALGADO ESPINOZA

Dirección de la institución: EL REPUBLICANO Y QUITENO LIBRE

Teléfono:

Cargo / Actividad que realiza: PROFESORA DE SEPTIMO A DECIMO DE EDUCACION

BASICA

Años de servicio en la institución: UN AÑO

Su remuneración mensual corresponde a un salario justo en relación a sus responsabilidades laborales.

Totalmente en desacuerdo _____ En desacuerdo _____ De acuerdo __X__

Totalmente de acuerdo _____

Si trabaja como docente indique lo siguiente:

Nivel

_____ Educación Inicial



UNIVERSIDAD DE CUENCA

☒ Educación General Básica

☐ Bachillerato

☐ Nivel Superior

Tipo

☒ Pública

☐ Privada

☐ Otro (especifique):

Ubicación geográfica

☒ Urbano

☐ Rural

Tipo de relación laboral con la institución

☒ Nombramiento

☐ Contrato Anual

☐ Contrato Ocasional

☐ Reemplazo

☐ Otro

Tiempo para actividades laborales

☒ Completo

☐ Parcial

☐ Por horas



____ Otro

Sugerir dos propuestas para la formación de postgrado en el área de su especialización

QUE DEBEN HABER POSTGRADOS DE ESPECIALIZACION MAS SEGUIDOS

Sugerir propuestas para la actualización de la malla curricular de la carrera

QUE SE DE MAS IMPORTANCIA EN EL DISEÑO DE PLANIFICACION

CURRICULAR Y SOBRE METODOLOGIAS DE ENSEÑANZA.

¿Desea compartir con nosotros algo que considere relevante para mejorar nuestra carrera en base a su experiencia como docente?

QUE SE PREOCUPEN MAS EN LAS PRACTICAS PRE PROFESIONALES Y QUE SE ASEGURE QUE LOS ESTUDIANTES TIENEN LOS CONOCIMIENTOS RESPECTIVOS PARA PODER ENSEÑAR EN UNA INSTITUCION EDUCATIVA.

Sólo en caso de que aún NO esté trabajando. ¿Cuál de estas alternativas se ajusta a su realidad actual?

- ☐ Prepara curriculum vitae para trabajar en la docencia
- ☐ Prepara curriculum vitae para trabajar en otra área (no docente)
- ☐ Busca empleo sin restricciones al puesto de trabajo
- ☐ Continúa estudiando otra mención en Ciencias de la Educación
- ☐ Continúa estudiando en otra área del conocimiento
- ☐ Está tomando cursos de formación continua



- ☐ Otro (especifique):
-

Su primer empleo lo obtuvo

☒ Antes de graduarse

☐ Durante el primer año después de la graduación

☐ Después del segundo año de graduación

La carrera y su primer empleo guardaban estricta relación

☒ Total

☐ Bastante

☐ Mediana

☐ Poca

☐ Ninguna

El primer empleo lo encontró mediante

☐ Anuncio en el periódico

☐ Presentó su curriculum vitae en diferentes instituciones y esperó a que se contactaran con usted.

☐ Una vez finalizadas sus prácticas pre profesionales continuó en calidad de docente en esa institución.

☒ Contactos personales (familia, amigos)

☐ A través de la universidad



____ Por medio de una agencia de empleo

__X__ Anuncio en internet

Otro (especifique):

Los requisitos solicitados para su primer empleo fueron

__X__ Título de tercer nivel en Ciencias de la Educación, especialización de Lengua Inglesa

____ Título de tercer nivel en cualquier área de estudio

____ Título de cuarto nivel

____ Acreditar experiencia en el área en la cual se desempeñaría

____ Aprobar una prueba de selección para el empleo

Otro (especifique): _____

¿Cuántos trabajos ha tenido desde que se graduó hasta la actualidad?

Número de trabajos: __2__

Si labora cómo docente, indique la relevancia de las siguientes competencias para su desempeño laboral (5 para la más importante; 1 la menos importante)

__X__ Diagnosticar las necesidades de los alumnos y ser capaz de organizar situaciones de aprendizaje.

__X__ Evaluar el aprendizaje del alumno mediante la constante retroalimentación constructiva.

__X__ Involucrar al alumno en el proceso de su propio aprendizaje, para que dependa menos del docente.

____ Facilitar la comunicación intercultural.



☒ Crecer profesionalmente mediante el análisis y reflexión de su propia práctica y trazar un plan de capacitación continua.

Nivel de satisfacción con su trabajo actual

☐ Muy alto

☒ Alto

☐ Medio

☐ Bajo

☐ Muy bajo

Nivel de satisfacción con los siguientes aspectos en su vida laboral (marque con una X)

	Muy alto	Alto	Medio	Bajo	Muy bajo
Aplicación de conocimientos adquiridos en la carrera.					
Oportunidades de desarrollar sus propias ideas innovadoras.					
Ambiente laboral					
Remuneración mensual					
Estabilidad laboral					
Oportunidades de actualización profesional					



APPENDIX C Graduate list

Graduates list
Abril Mogrovejo Ruth Ines
Albán Neira María Lorena
Alvarado Oleas Fanny Lucia
Alvarez Calle Wellington Vicente
Alvarez Patino Lorena Veronica
Alvarez Teran Jorge Anibal
Andrade Valdez Lina Bertha
Angamarca Loja Beatriz Cecilia
Arcentales Abad Maria Karina
Arévalo Chacha Ximena Alexandra
Argudo Matute Elizabeth Tatiana
Armijos Garcia Jenny Dolores
Astudillo Lucero Ivan Patricio
Atariguana FajardoTania Gabriela
Auquilla Tama Ruth Elizabeth
Avila Mendez Andrea Tatiana
Aynaguano Maisinchi Jessica Silvana
Barzallo Suárez Mónica Eulalia
Bautista Criollo Mayra Alexandra
Bermejo Bravo Andrea Gabriela
Bermeo Guiracocha Flavio Patricio
Bernal Bernal Juan Carlos
Brito Tenesaca Elsa Marlene



Cabrera Bueno María Angelica
Cabrera Cabrera Daniela Piedad
Cabrera Charquipulla María Veronica
Cabrera Espinoza Maria Eugenia
Cabrera Guaman Aida Janeth
Cadme Cardenas Nelly Bernardita
Calle Astudillo Juan Carlos
Capelo Coronel Lina Ines
Carabajo Vallejo Angelica Raquel
Cardenas Arizaga Marta Alexandra
Carpio Paucar Ruth Isabel
Carreño Jácome Maria De Lourdes
Carrion Munoz Sandra Fabiola
Chacon Andrade Esteban Enrique
Chacon Moscoso Isabel Ivonne
Cherres Fajardo Sara Karina
Chérrez Sacoto Andrea Belén
Chica Cárdenas Yola Indaurama
Chumbay Guncay JulioVicente
Chuni Patino Patricio Alexander
Cornejo Montalván Fany Beatriz
Corrales Ortega Fanny Marlene
Crespo Loja Monica Lorena
Criollo Flores Mónica Andrea
Enriquez Tocto Jenny Isabel



Espinel Romero Cristina Alexandra
Espinoza Espinoza Nelida Alexandra
Espinoza Loja Adriana Elizabeth
Espinoza Loja Fernanda Patricia
Espinoza Roche Ana Cecilia
Faican Coronel Janeth Eufemia
Flores Quimi Glenda Sofia
Giñin Lupercio Monica Alexandra
Guanolique Minchala Mayra Gladys
Guarango Fajardo Zoila Carina
Guncay Borja Yessenia Johanna
Heras Úrgiles Gerardo Esteban
Idrovo Maldonado Nelly Beatriz
Jara Mendieta Ericka Paola
Jimbo Caicedo Priscila Estefanía
Jimenez Pintado Jenny Dolores
Juca Castro Cristina Alexandra
Laica Ambuzha Verónica Alexandra
León Alvarracin Lucia del Carmen
Loja Chávez Sandra Mariela
Loja Gomes Maria Soledad
Loja Ortiz Yadira Ricardina
Lojano Lojano Virginia Soledad
López Barros Doris Gabriela
Lopez Cardenas Nanci Viviana



López Pesántez Raquel Eulalia
López Pesantez Tania Elizabeth
Macas Calle Nancy del Rocio
Matailo Alvarez David Fabian
Mendez Ortiz Sandra Isabel
Minchala Ortiz César Antonio
Montero Cambi Tatiana Estefania
Montero Gualpa Maria Lucia
Mora Quizhpi Martha Virginia
Moscoso Vega María Elena
Muicela Morocho Nelly Eustela
Muñoz Jara Jhoanna Elizabeth
Munoz Zeas Ana Mercedes
Narvaez Chica Sandra Silvana
Nievecela Guamanrrigra Lilian Catalina
Ochoa Fajardo Maria Gabriela
Ochoa Guerrero Maria José
Ordoñez Segovia Aracely de Jesus
Orellana Cobos Maria Eugenia
Orellana Mora Susana Ximena
Pacheco Saldana Magaly Alexandra
Palacios Espinoza Priscila Elizabeth
Palaguachi Espinoza Mirian del Rocio
Pañi Molina Mayra Gabriela
Paredes Zaruma Angelica



Parra Calle Mayra Alejandra
Parra Hidalgo Bertha Lucía
Parra Hidalgo Rosa Catalina
Patiño Morocho Maria de Lourdes
Pauta Pauta Cecilia Elizabeth
Pedroza Astudillo Blanca Leonor
Peña Cedeño Jessica Margarita
Pereira Armijos Karina Elizabeth
Pérez Carchi Diana del Rocío
Pesantez Siguenza Alba Luzmila
Piedra Argudo Karina de los Dolores
Piedra Carrion Verónica Rosalia
Pineda Chavez Karina Susana
Pintado Ayllon María Lorena
Pintado Bermeo Elizabeth Azucena
Pintado Penaloza Katy Jaqueline
Pintado Roldán Ana Marlene
Prieto Urgiles Fabiola Isabel
Pulla Galindo Juanita Jimena
Pulla Torres Fabiola del Carmen
Quishpe Guaman Freddy Leonardo
Ramon Lopez Diana Margoth
Riera Cambisaca Byron Fabricio
Ríos Ríos Luz María
Ruilova Narvaez Diego Armando



Sanchez Banegas Jenny Carolina
Sánchez Espinoza Christian Santiago
Sangurima Cajamarca Daysi Verinica
Sanmartin Solano Tania Julieta
Santacruz campos María José
Santillan Iñiguez Juan Jose
Saquinaula Mejia Juan Diego
Segarra Marquina Jessica Paola
segarra Matute Tania Karina
Segarra Padilla Inés Veronica
Segarra Valarezo Janeth Esperanza
Siavichay Marquez Ana Cecilia
Sinche Gomez Eulalia Patricia
Sinchi Sibri Jessica Paola
Solis Garcia Martha Eugenia
Solorzano Barros Jeaneth Catalina
Soria Orellana Ximena Alejandra
Sotamba Romero Juana Guilermana
Tapia Andrade Hilda mercedesMercedes
Teran Pintado Maria Gabriela
Torres Calle Carlos Augusto
Torres Vasquez Fernanda Cristina
Torres Vasquez María Alexandra
Ureña Gallegos Tania Veronica
Urgiles Guerrero Nancy Valeria



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Urgiles Ordoñez Bertha Cecilia
Valdivieso Valladare Grace Maribel
Vallejo Vaca Sonia Mercedes
Vargas Saquinaula Sylvia Patricia
Vasconez Urgiles Pilar del Rocio
Vasquez Espinoza Carlos Enrique
Verdesoto Pomavilla Emperatriz Paulina
Viñanzaca Trelles Ruth Alexandra
Vivar Yanzaguano Nancy Catalina
Yanza León Ximena Alexandra
Zhagui Brito Zoila Hortencia
Zhagui Guamán Claudia Paola
Zhunio Malla Jeaneth Lorena



APPENDIX D INSTITUTIONS LIST

Educative institutions, English centers and others

CECIB Monseñor Leónidas Proaño II

Centro Ecuatoriano Norteamericano "Abraham Lincoln"

Colegio "Matovelle"

Colegio Alfonso Lituma Correa

Colegio Antonio Ávila

Colegio César Dávila Andrade

Colegio Ciudad de Cuenca

Colegio Daniel Córdova Toral

Colegio de Bachillerato Técnico Ricaurte

Colegio Guillermo Mensi

Colegio Herlinda Toral

Colegio Javeriano

Colegio Manuel J. Calle

Colegio Manuela Garaicoa de Calderón

Colegio Mario Rizzini

Colegio Miguel Malo González

Colegio Particular Rosa de Jesús Cordero

Colegio Santo Domingo de Guzmán

Colegio Técnico Salesiano

COMIL-4 Abdón Calderón

Distrito de Educación Intercultural y Bilingüe



UNIVERSIDAD DE CUENCA

Escuela "Federico Proaño" Sección Vespertina

Escuela 16 de Abril

Escuela 27 de Febrero

Escuela 3 de Noviembre

Escuela Agustín Cuesta Vintimilla

Escuela Alberto Andrade Arízaga “Brummel”

Escuela Alfonso Carrión Heredia

Escuela Carlos Crespi

Escuela de E.B. Estados Unidos de Norteamérica

Escuela de Educación Básica "Gabriel Cevallos García.

Escuela de Educación Básica Ciudad de Gualaceo

Escuela de Educación Básica Ezequiel Crespo Ambrosi

Escuela de Educación Básica Isidro Ayora

Escuela de Educación Básica Manuel Guerrero

Escuela de Educación Básica Panamá

Escuela de Educación Básica Particular San Agustín

Escuela de Educación Febres Cordero

Escuela Eduardo Crespo Malo

Escuela Honorato Vásquez

Escuela Humberto Esquivel

Escuela José Tomás Rendón Solano

Escuela Luis Roberto Bravo

Escuela Nicolás Sojos Jaramillo

Escuela Sor Teresa Valsé

Instituto de Inglés “Edu English”



UNIVERSIDAD DE CUENCA

Instituto Tecnológico Sudamericano

Unida Educativa Checa

Unidad Educativa "Nuestra Familia"

Unidad Educativa "Santa Mariana de Jesús"

Unidad Educativa "Víctor Gerardo Aguilar"

Unidad Educativa 26 de Febrero

Unidad Educativa Abelardo Tamariz Crespo

Unidad Educativa Agustín Iglesias

Unidad Educativa Amadeo Maldonado Vásquez

Unidad Educativa Bilingüe Interamericano

Unidad Educativa Carlos Aguilar Vázquez

Unidad Educativa Chordeleg

Unidad Educativa Comunitaria Intercultural Bilingüe La Paz

Unidad Educativa Cristiana Verbo

Unidad Educativa Daniel Hermida

Unidad Educativa Dolores J. Torres

Unidad Educativa Fe y Alegría

Unidad Educativa Fray Vicente Solano

Unidad Educativa Galo Plaza Lazo

Unidad Educativa Iván Salgado Espinoza

Unidad Educativa Juan Montalvo

Unidad Educativa La Asunción

Unidad Educativa Las Oblatas

Unidad Educativa Luis Cordero Crespo

Unidad Educativa Manuel Córdova Galarza



UNIVERSIDAD DE CUENCA

Unidad Educativa Medardo Neira Garzón

Unidad Educativa Miguel Merchán Ochoa

Unidad Educativa Octavio Cordero Palacios

Unidad Educativa Particular "CEBCI"

Unidad Educativa Particular "La Asunción"

Unidad Educativa Particular "La Providencia"

Unidad Educativa Particular Rosa de Jesús Cordero

Unidad Educativa Pio II

Unidad Educativa Remigio Romero y Cordero

Unidad Educativa Ricardo Muñoz

Unidad Educativa Sagrados Corazones

Unidad Educativa Salesiana "María Auxiliadora"

Unidad Educativa San Francisco

Unidad Educativa San José de Raranga

Unidad Educativa Sigsig

Unidad Educativa Técnica Cumbe

Unidad Educativa Temporal Luis Monsalve

Unidad Educativa Temporal Cesar Dávila Andrade

Unidad Educativa Zhidmad

Universidad Católica de Cuenca

Universidad de Cuenca

Universidad del Azuay

Universidad Politécnica Salesiana